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## Rozvoj komunikační kompetence prostřednictvím vhodných jazykových podnětů

## Developing Communicative Competence through Appropriate Language Input

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Radim Rybáček

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## **Abstract**

Many second language teachers dedicated their lives to the pursuit of an ideal language teaching approach or methodology. Among linguists was a vivid discussion whether a second language can be acquired similarly as it is in case of mother tongue. The contemporary curricular documents, e.g. Common European Framework of Reference approve, with certain limitations, the idea of language acquisition and describe language as a set of competences which can, and should be used for accomplishment of communicative tasks. In this paper, it is claimed that appropriate language input used for communicative competence development can replace formal instruction and conscious language learning to a large extent. The Project which included factors like appropriate language input, affective filter, motivation and language portfolio confirmed, on the basis of reflections, language portfolio evaluation and written/spoken output production assessment, that communicative competences can be acquired when appropriate language input is provided. A role of formal instruction and of conscious learning can be suppressed.

Key words:

Communicative competence development, language input, language acquisition, inductive learning, motivation, affective filter, context, communicative activities, Common European Framework of Reference, Framework Educational Programme/School Educational Programme, Language Portfolio, event, event description, passive, metaphor

## **Anotace**

Mnoho učitelů cizího jazyka zasvětilo své životy honbě za ideálním přístupem nebo metodologií k výuce cizího jazyka. Mezi lingvisty proběhla živá diskuze, jestli je možné osvojení cizího jazyka, podobně jako je osvojen jazyk mateřský. Současné kurikulární dokumenty, například Společný evropský referenční rámec,

schvalují, s určitými omezeními, myšlenku osvojení a popisují jazyk jako sadu kompetencí, které mohou a mají být využity pro uskutečnění komunikačních úkolů. Tato práce obsahuje tvrzení, že odpovídající jazykové podněty mohou použité pro rozvoj komunikačních kompetencí mohou do značné míry nahradit formální jazykové instrukce a vědomé učení. Tento projekt, který pracoval s takovými faktory jako je afektivní filtr, motivace nebo jazykové portfolio potvrdil na základě reflexí a vyhodnocení jazykového portfolio a psaných a mluvených výstupů, že komunikativní kompetence může být osvojena, když jsou poskytnuty odpovídající jazykové podněty. Role formálních jazykových instrukcí a vědomého učení se dá omezit.

Klíčová slova:

Rozvoj komunikační kompetence, jazykový podnět, osvojení jazyka, induktivní učení, motivace, afektivní filtr, kontext, komunikační aktivity, Společný Evropský Referenční Rámec, Rámcový vzdělávací program/Školní vzdělávací program Jazykové Portfolio, událost, popis událostí, pasivum, metafora

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## 1 Introduction

As an author of this paper I feel obliged to reveal motifs which lead to its creation. I think it is important because it gives an insight which will help a reader to understand the concept of the work.

My **initial motivation** comes from my early school years. As an elementary school student I was exposed to teaching methods consisting of **memorization of grammar rules and isolated vocabulary units** – alphabetical lists of words. Except from the fact that I disliked this way of learning, I was also usually unable to remember any of the given rules. In spite of that, I was able to acquire second language and more or less successfully use it.

This ‘damage’, I had suffered, has been somehow hidden within my mind and it has been my driving force ever since I had started to learn how to teach. University **methodology classes** were like a confectioner’s for me. All of the sudden I faced all the methods, language teaching games and techniques, they all seemed so sweet and worth trying. And I was of course also given several possibilities to taste some of these treats. To my surprise not every single piece fulfilled my expectations. Some were more enjoyable and some less. As every human being at some point, I started asking question, why is that so? I was to unveil secret of language acquisition processes a little later and for me quite surprisingly in Germany.

**Applied linguistics** classes ran me over as an avalanche. I was literally turned upside down, buried under the piles of information and left to struggle for life. When I dug my way out and stood up firmly on both legs I eventually started to use words like corpus linguistics, psycholinguistics, mental lexicon, prototype theory, word processing, input and many others. It was the time when I seriously thought about a revolution in English language teaching. So strongly I was influenced by the confrontation of my own learning experience and applied linguistics basics.



However, as the time went by, edge of my applied linguistics sword blunted. And when I seriously started with the Thesis writing process, the two alleged extremes -applied linguistics vs. totally inappropriate language teaching attitudes at elementary schools- approximated. The further I continued with the study of language acquisition and language teaching process, the more I was discovering, that many teachers have already been using many procedures which are partly or even fully in consensus with principles of contemporary applied linguistics. Surprise? Well, some of the principles are 20 years old or even older.

Nevertheless, though I resigned on revolution making, I was reaffirmed that it still makes sense to write about applied linguistics and its links to contemporary language teaching in the Czech Republic. Firstly, I would be happy if this work was instrumental for people who ask, as well as I did, “why does ‘this’ work/does not work” can I generalize it and use it as an **underlying principle** for my further work? Secondly, even though most of the teachers and lessons I have seen so far were more source of an inspiration than an aim of critics, still, recently I have experienced practice of **memorization** of unrelated alphabetically ordered vocabulary. I think that this work should be able to show why is that wrong and **provide an alternative**. Thirdly, some of the language teachers I have met were quite helpless about how to use the Framework Educational Programme and School Educational Programme. One of the features of this work will be to incorporate practically **Framework Educational Programme** into the teaching conception corresponding with the Applied Linguistics and Common European Framework of Reference.

## 2 Theory

A field of contemporary language teaching practice is very democratic and every teacher is given a possibility to develop his/her own personal teaching style. There is no rigid rule to follow because most of the methodologies have had both strong and weak points.

Methods and techniques are described in methodology reference books. These books usually reflect broader linguistic perspective and provide specific tips and tricks for teaching practice. But it can happen that some of the methods do not seem to be appropriate and the teacher would like to know why some of the methods work better than others. Some of the underlying principles and explanations were provided by linguists.

**Applied linguistics** has notably evolved during the last fifty years and it has brought many empiric facts which influence a field of language teaching. There has been a pressure to transfer the theoretical linguistic knowledge into practice. Living legends in this field, like Noam Chomsky, with his Universal Grammar, or later discussed Stephen Krashen and the Input Hypothesis. A brief survey of such ideas could help to better understand present day reality of a language teacher and it will also be a starting point of this paper.

## 2.1 Language processing

### 2.1.1 Stephen Krashen's impact

Scope of Stephen Krashen's work reaches from theoretical studies of mother tongue acquisition to practical advice for second language teachers. His opinions are summarized in five hypotheses, four of which are relevant from the point of view of this paper.

#### 2.1.1.1 *Acquired vs. Learned system*

The first Krashen's idea to be mentioned expresses author's belief that second language can be either subconsciously **acquired**, similarly as it is in case of L1 (first language=mother tongue), or it can be **learned** which means that the process is conscious and it is a result of a formal instruction. Krashen's opinion is that a majority of L2 (second language=any language acquired after mother tongue) proficiency comes from acquisition, which is an idea that might move L2 teaching process closer towards L1 acquisition. (Krashen & Terrel, 1983)

#### *2.1.1.2 The Affective Filter Hypothesis*

Affective learning takes in account learner's personality with its pillars - **motivation, self-confidence and anxiety** - and their relationship to acquisition process. This hypothesis adds another important dimension to Krashen's ideas about the linguistics because language teachers always focus their efforts on a specific learner or a group of learners and they have to reflect SS' needs. (Krashen & Terrel, 1983)

#### *2.1.1.3 The Input Hypothesis*

One of the best known Krashen's hypotheses is described by a formula **i+1** where "i" is learner's actual level, and suggests that a learner acquires the most of a language when the input is slightly beyond his capabilities. This helps a language teacher when adjusting the difficulty of the materials for her/his students. (Krashen & Terrel, 1983)

#### *2.1.1.4 The Monitor Hypothesis*

Monitor, as it is called by Krashen, is a mechanism that a learner of a foreign language uses to correct herself/himself on the basis of her/his own previous knowledge. Teachers who think that they must correct every mistake immediately should consider this Krashen's claim as an option and give SS possibility to **reflect on their own performance**. (Krashen & Terrel, 1983)

### **2.1.2 Language organization within human brain**

How many language items can a human brain store and how does it work? Is it possible to adjust language input to make it more memorisable?

#### *2.1.2.1 Word webs and internal architecture of human lexicon*

Human brain has an enormous ability to store information. It is very difficult to define how many words people can remember because it is difficult to define "word" and also to find a reliable procedure for assessing vocabulary knowledge. Some studies suggest that vocabulary of an educated individual counts more than 150.000 words but even a more humble estimate of 50.000 words is still



### 2.1.2.2 Defining the mental lexicon

David Singleton considers a role of vocabulary and grammar and compares an emphasis they have been given in language teaching so far. In the context of a mental lexicon he favours the role of vocabulary at the expense of grammar. He supports his claims by quotations from other authors, “Without grammar very little can be conveyed, without vocabulary nothing can be conveyed.” (Wilkins 1972: 111). Finally, he comes to a conclusion that “**orientation to context is one of the lexicon’s vital parts**” (Singleton 1999, p. 37).

Thus in other words David Singleton supports idea of teaching language structures-chunks in proper context because it corresponds with organization of a mental lexicon. Obviously there is no need to worry about ability of human brain to learn a foreign language because it is capable to store a huge amount of data, which however must be **structured**.

## 2.2 Acquisition of L1 and L2: different or the same?

Without any doubts, there are many differences in L1 and L2 acquisition process. We can see some of the points summarized in the following chart (Cook 1993).

*Chart 1* – Comparison of First language acquisition (L1) and Second language acquisition (L2); (Cook 1993)

Comparing FLA and SLA:	L1	L2
Perfection	likely	unlikely
Learning progress	few differences	varying
Motivation	uttering needs	depending on individual
Language sense	highly developed	often lacking
Instruction	not needed	helpful
Affective factors	not involved	highly involved

Chart 1 (above) compares process of L1 and L2 acquisition. L1 is subconsciously acquired without any need for an instruction or a motivation, perfection and a language sense is usually achieved. On the other hand a L2 learner will probably never reach proficiency comparable to his L1 even if provided instruction and motivation. Why is that so? Vivian Cook reasons as follows. He accepts Krashen's equation  $i+1$  focused on the level of input. He develops the Input Hypothesis by statement that learners usually face "finely-tuned" input, i.e. input which is exactly at the learner's current level, furthermore he says that teachers often rely on mother tongue. (Cook 1993) In other words, a L2 learner needs to be challenged by a language input. A language teacher should restrict use of a mother tongue to minimum and provide the L2 learners with appropriate L2 input.

His other remarks concern frequency of exposure and the way the teachers should treat mistakes. He considers corrections as inefficient. Instead of it he recommends to provide other examples of correct usage in order to compensate for the lack of **continuous input** of L2. (Cook 1993)

Last but not least, he mentions an important difference between L1 and L2 learners, where L1 learners learn language to express their uttering **needs and interests**. The L2 learners lack this motivational element therefore their motivation must be stimulated besides others by a **relevant input**. (Cook 1993)

### 2.2.1 Comparing L1 and L2 acquisition

Another interesting point of view is a comparison of L1 and L2 acquisition processes in terms of how they are acquired. Singleton describes acquisition as "**the process of decoding unfamiliar words in context ... (which) leads to lexical acquisition**" (Singleton, p.47). He states that the processes of L1 and L2 acquisition more or less differ, for example a L2 learner already has connections between lexical forms and meanings in his/her L1, which can facilitate entry into the classification of reality offered by L2. Nevertheless, he can see similarities as

well. For example he speaks about the **simplified language** used by native/more skilled speakers (not only teachers) when talking to foreigners/learners, “speech directed by native speakers at non- native speakers... slower, shorter sentences, grammatically more correct, lexically more restricted” (Singelton 1999, p.48), and about a “teacher talk” (Singelton 1999, p.50). Both of these simplified forms of language remind of “motherese” which is a term used for a simplified speech used by mothers when talking to their babies and kids. All three mentioned forms serve the same purpose and they show us one of the similarities of L1 and L2 acquisition, because both L1 and L2 learners face the same problem, they have to learn how to distinguish individual words and their meanings from the fluent flow of sounds. Singelton himself restates L1 and L2 development like this, “differ markedly but have something in common – need for isolation of **meaningful units**, connect them with reality, store the form and precise meaning” (Singelton 1999, p.82).

### 2.2.2 Reflection of linguistic theories within curricular documents

Singelton also considers interaction between L1 and L2 systems within human brains. His opinion is that “the systems are stored separately but that they communicate with each other, to what extent depends on an individual” (Singelton 1999, 189). It is very interesting to compare the above mentioned Singelton’s idea with a thought which is a part of a paragraph about plurilingualism within the Common European Framework of Reference, “... **he or she does not keep these languages and cultures in strictly separated mental compartments, but rather builds up a communicative competence ... in which languages interrelate and interact.**”(CEFR 2001, p.4)

## 2.3 Specifying the aims

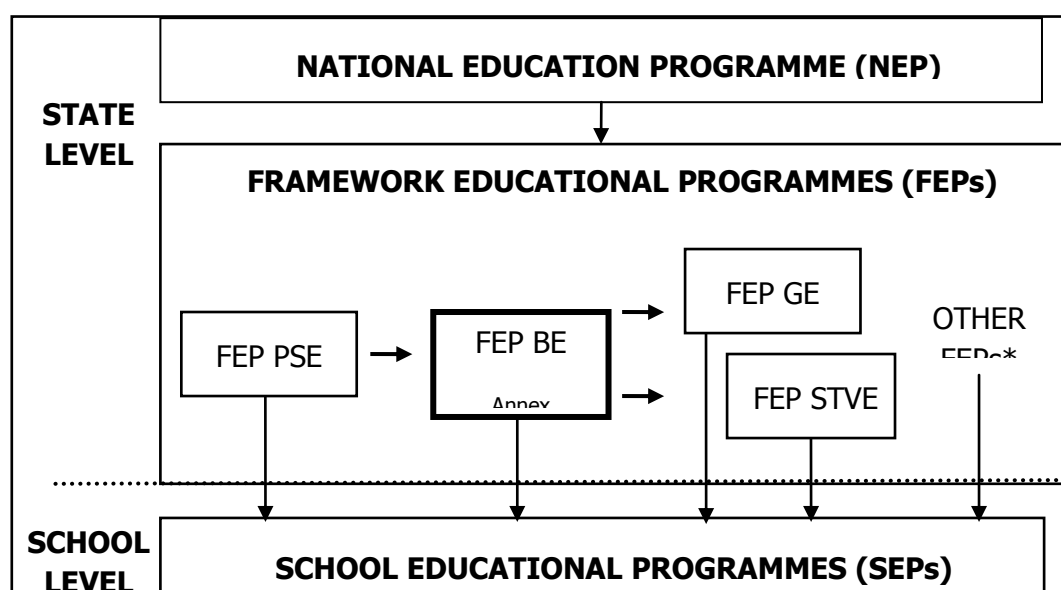
To make any human activity reasonable it is important to specify achievable aims at the beginning. Elementary school education is nowadays inextricably linked to curricular documents issued by the Ministry of Education, Youth and Sport, which are **Framework Educational Programme and School Educational**

**Programme.** Particular part of these documents focused on foreign language teaching is closely related to **Common European Framework of Reference issued by the Council of Europe**. Thus these documents are important for formulation of reasonable aims.

### 2.3.1 Framework Educational Programme and School Educational Programme

This paper targets specifically on the group of Czech learners aged approximately from 10-15 years. Key features of school education in the Czech Republic were redefined on the nationwide level about ten years ago by a document issued from the Ministry of Education, Youth and Sport called “National Programme for the Development of Education-White Paper”, which defines education at all of its levels and also across the disciplines. The White Paper gave birth to subsequent documents that further describe the process of school education.

*Illustration 2 – System of curricular documents (Czech Republic)*



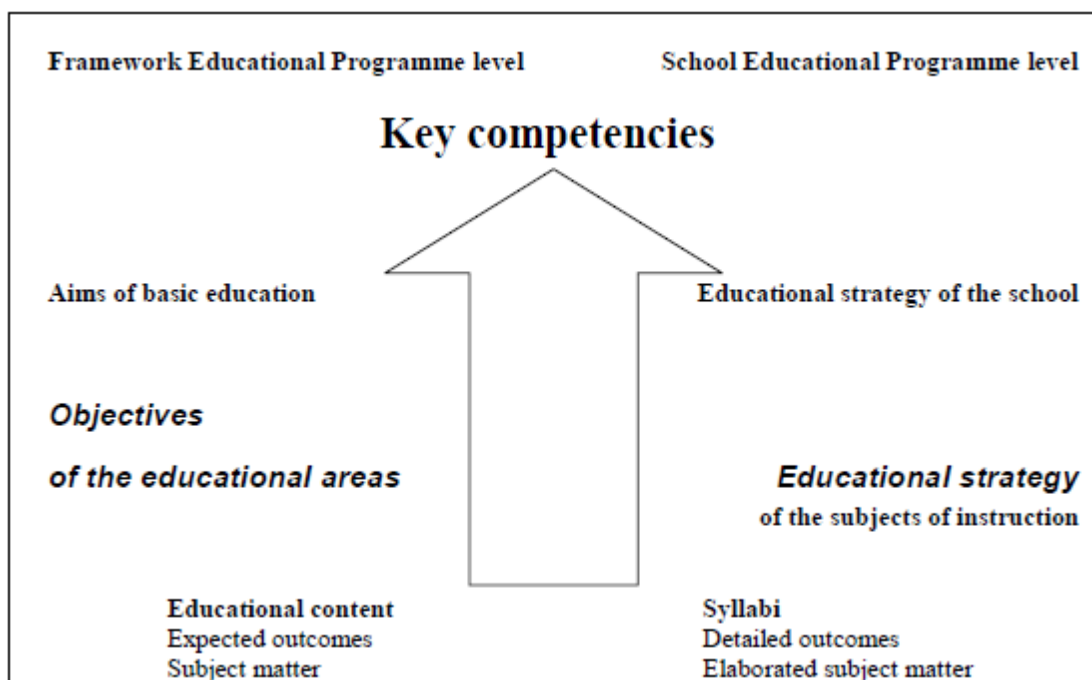
Available from: <<http://www.msmt.cz/vzdelavani/framework-education-programme-for-basic-education>> 9.10.2010;



The Framework educational programme (FEP) says, “Basic education should help pupils to form, shape and gradually develop their **key competencies** and provide them with the dependable fundamentals of general education mainly aimed at situations that are close to their **real life** and at **practical behaviour**.” (Framework Educational Programme for Basic Education – FEP BE; 2007, p. 10). The above mentioned definition is brought a little closer to practice by defining the key competencies. Here is a list of them: learning competencies, problem solving competencies, communication competencies, social and personal competencies, civil competencies and working competencies. The development of above mentioned competencies should be delivered through the set of educational areas. The FEP specifies idealized content of basic education as well as the aims, objectives and expected outcomes. In other words, it defines and identifies the basic educational features.

A specific elaboration of FEP is called School Educational Programme (SEP) and every school prepares one on its own according to the own needs and possibilities. This is the final level where the curriculum documents meet real students and teachers. The idea of achieving the competencies is captured in the following diagram.

*Illustration 3* - Direction followed to form, shape and develop pupils’ key competencies (FEP 2007, p.17)



English language is a part of a Language and Language Communication Area and it is specified by the FEP in the following words. “The requirements for foreign language education set out in the FEP BE are based on the **Common European Framework of Reference for Languages**, which describes the various levels of language proficiency. Education in the educational field of Foreign Language should lead up to A2 proficiency level. (CEFR, 2001) The A2 proficiency is thus an obligatory aim for elementary school English language teachers in the Czech Republic.

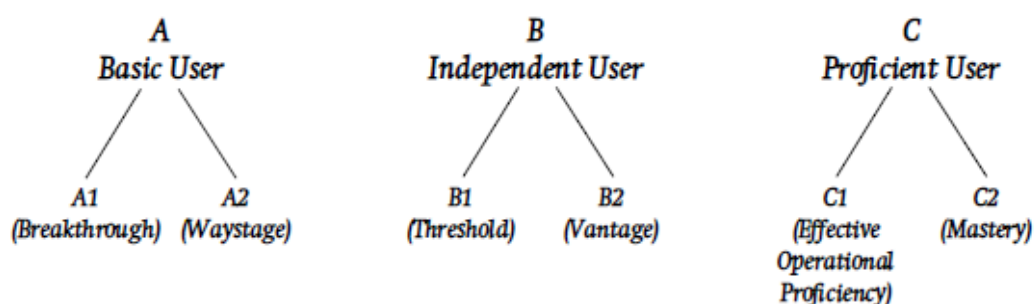
### 2.3.2 Common European Framework of Reference for Languages (CEFR)

CEFR is a document issued by the Council of Europe, it “provides a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc. across Europe” (CEFR 2001, p.1) and it was recommended by a European Union Council Resolution to set up systems of validation of language ability in November 2001. In terms of aims, CEFR is focused on education to **plurilingualism** and on **communication**, “It should be borne in mind that the development of **communicative proficiency involves other dimensions** than the strictly linguistic (e.g. socio-cultural awareness, imaginative experience, affective relations, learning to learn, etc.)”(CEFR 2001, p.7). CEFR also includes instructions to planning of self-directed learning. They are, “raising the learner’s awareness of his or her present state of knowledge; self-setting of feasible and worthwhile objectives; selection of materials; self-assessment” (CEFR 2001, p.6). So, the main points of language teaching according to CEFR are communication, socio-cultural awareness and freedom of choice in terms of method that should be used to achieve such goals.

There are six language proficiency levels defined by the CEFR, which were first published in 1991 as a result of a Symposium held in Switzerland with an aim of defining European standardised proficiency levels. They were summarized in the document called **European Language Portfolio** (ELP). The ELP is actually a set of

“**CAN DO**” statements which define a language ability of a learner. The more situations in which a person can communicate its needs in a given language, the higher the proficiency is. The ELP ranges from a level A1 to level C2, where the A1 is the very beginner and C2 is a native like speaker of L2.

*Illustration 4* - Proficiency levels in second language learning process. Elementary school students are expected to achieve A2 (Waystage) level.



The following chart (*Chart 2*) is based on ELP. It is derived from a “Self-assessment Checklist” which functions as an evaluation of individual language abilities. Mastery of communicative situations described in this chart is in fact the aim of a Czech Elementary School English teacher, or more precisely it is the aim of his/her students. Language teachers should develop learners’ communicative competences (linguistic, pragmatic and sociolinguistic), because acquired competences function as a tool which helps language learners to deal with communicative situations, which is exactly the intended purpose of language learning/teaching as it is perceived here.

*Chart 2* – example of definitions of A2 proficiency levels for listening; taken from the Self-assessment checklists from the Swiss version of the European Language Portfolio

*I can understand what is said clearly, slowly and directly to me in simple everyday conversation; it is possible to make me understand, if the speaker can take the trouble.*

*I can generally identify the topic of discussion around me when people speak slowly and*

<i>clearly.</i>
<i>I can understand phrases, words and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local area, employment).</i>
<i>I can catch the main point in short, clear, simple messages and announcements.</i>
<i>I can understand the essential information in short recorded passages dealing with predictable everyday matters which are spoken slowly and clearly.</i>
<i>I can identify the main point of TV news items reporting events, accidents etc. when the visual supports the commentary.</i>

### 2.3.3 Communicative strategies and competences

A language perceived from the point of view of the CEFR is a tool which is used to deal with everyday life situations. This attitude should be reflected in language teaching, teachers should not teach language per se only. The SS should be taught how to communicate their needs and to succeed in communicative tasks. “To carry out communicative tasks, users have to engage in communicative language activities and operate communication strategies.” (CEFR 2001, p. 57) Communicative language activities and strategies are further divided to productive, receptive, and interactive. “In order to carry out the tasks and activities required to deal with the communicative situations in which they are involved, users and learners draw upon a number of competences developed in the course of their previous experience.” (CEFR 2001, p.101) In other words, a **communicative language task** often consists of several communicative **activities** which the language learner must get engaged in, to fulfil a communicative task. Such communicative task can be for example a purchase of tickets to the cinema. To be able to get engaged in communicative activities (listed in the ELP), a language learner has to master certain general and communicative competences. The latter mentioned are usually emphasized in language teaching process and they are further divided to linguistic, sociolinguistic and pragmatic.

## 2.4 Summary of Theory

Theoretical aspects of this paper were mentioned in the previous chapter. Now it is time to repeat some important pieces of information.

It was stated that second language should be rather **acquired** then learned. To enhance the acquisition process it is good to lower learners' affective filter, provide **input** that would be **slightly above learners' actual level** and to give SS chance to learn from their own mistakes instead of immediate correction. Language input should correspond with actual mental lexicon structure, thus it should be **structured** and presented in appropriate **context**.

L1 and L2 acquisition differ markedly, however some similarities are undisputable. Both L1 and L2 learners face unfamiliar utterances or chunks which they have to **isolate**, **decode** and **store** with proper context. Also, languages are stored within the human brain and they interact, this view is shared by David Singleton and by the Common European of Reference.

Lastly, according to curricular documents, general aim of language teaching is development of a communicative proficiency. The communicative proficiency includes also other dimensions than strictly linguistic. These dimensions are called competences and language teaching is closely linked to **communicative competences**. Communicative competences are divided on linguistic, sociolinguistic and pragmatic. Specific aims are to be found in Common European Framework of Reference issued by the Council of Europe and in a Language Portfolio, these aims have a form of "CAN DO" statements and they describe specific communicative activities.

So, a language teacher provides appropriate structured L+1 input in proper context to help SS develop communicative competences. Communicative competences enable to get engaged in communicative activities and on higher level in communicative tasks.

### 3 Methodology

*"If someone makes too many mistakes in a foreign language, he or she can be difficult to understand, so a reasonable level of correctness is important.; However, it is quite unnecessary to speak or write a language perfectly in order to communicate effectively ... . Learners should aim to avoid serious mistakes ... but they should not become obsessed with correctness, or worry every time they make a mistake. Grammar is not the most important thing in the world! (Swan 2005, p. ix)"*

Swan describes move in language teaching from accuracy of language use towards its use in real life situations. Users of a language must be able to communicate their message. Everything is fine as long as language user has sufficient command of language to be able to understand utterances and produce his own without errors which would cause misunderstandings during the information exchange.

#### 3.1 Making way for language acquisition

Krashen claims that language is rather acquired than learned and that acquisition takes place if a relevant input is provided (see 2.1.1.1.). By relevant input is meant here a language input which is slightly above actual language level of the learner (L+1). Decisive is also the amount of input, of course a learner should be exposed to a second language (L2) as much possible. Krashen even claims that enough language input can replace mistakes correction by the teacher. A learner who is frequently exposed to a L2 should be able to correct himself on the basis of his/her previous knowledge. Krashen sees major support of his theories in the fact that a L1 is acquired by almost everyone, even without formal instructions and correction of language mistakes. Thus L2 should be acquired in the similar way. If we accept his theory, we will come to a conclusion that to help our learners acquire language we just have to supply them with sufficient amount of L+1 input. However Krashen's critics point out the difference between L1 and L2 learners. L2 learners will never be exposed to the same amount of language

input as L1 learners. Also their motivation is different, sometimes they are even anxious of L2 learning. Additionally, it is unverifiable whether a L2 learner achieved certain proficiency level by learning or acquisition. We come to a conclusion that there are some doubts about strong version of Krashen's acquisition theory. On the other hand we can still agree with hypotheses which support his claims because they were not proven to be wrong. **Affective factor** does influence learning process therefore we should aim at lowering of an Affective Filter in language learning as well. Roughly tuned input - **L+1** is also a tool which was never questioned, a proverb, 'No pain, no gain.' has been a part of folk wisdom for almost 2000 years. Treatment of mistakes can be viewed from more points of view and as such it will be treated. To conclude this chapter, Krashen's acquisition is not to be accepted in its strong version, instead of it we will stick with Jeremy Harmer's claim that "**some concentration on language study is helpful** for most teenagers and adults learning English" (Harmer 2001, p. 72). Affective factors and mistake correction will be addressed in their own subchapters.

### 3.2 How to lower affective filter?

Affective factor of language teaching is sometimes underestimated and perceived as a certain "luxury" for language learners. Because language users are usually not given a chance to choose a topic they want to talk about when using a language in their real lives. On the other hand, even not a particularly favoured topic or a subject itself can be presented in such way that the learners come to love it. At that moment we can talk about an intrinsic motivation which is a strong positive affective factor which will be very helpful during the learning process. Intrinsic motivation as a direct opposition of extrinsic motivation comes from within an individual, he or she starts to enjoy the learning process itself. Thus, role of a teacher and "her or his attitude to the language and the task of learning will be vital, " (Harmer 2005, p. 52) because teacher's enthusiasm can be infectious to the learners. There are three related areas where teacher's

influence comes to the front. There should be clear goals and goal settings understandable for the learners. The **short-term goals** are the best ones for motivational purpose like for example mastery of a small amount of language or mastery of a new situation. "if the teacher can help students in the achievement of short-term goal, this will have a significant effect on their motivation" (Harmer 2005, p. 53). Another important area which can be directly controlled by the teacher is a **classroom atmosphere**. Both pleasant physical appearance of classroom and the emotional relationship between a teacher and learners is important. The last affective factor would be the focus on **interesting classes**. Interesting way of presentation, a good choice of an activity, interesting study materials or topics, these factors should be considered in order to captivate students' attention to language learning. Unfortunately, to initiate SS attention can be done quite easily, but it is also necessary to sustain it. Once SS' motivation is achieved, learning success will increase.

### 3.3 Providing relevant input

L+1 input was recognized as one of the crucial conditions for language acquisition in previous chapters (see 3.1). This chapter will be focused on a construction of a teaching model which would correspond with idea of a relevant L+1 input and a language acquisition. Additionally, input will be perceived through its structure.

Viewed from a broad perspective model of a relevant input, which we are looking for, has its roots in 1950s when behavioural psychology gave birth to Audio-Lingual Methodology. Audio-lingualism was based on Stimulus-Response-Reinforcement structure. Positive response to a stimulus and a frequent repetition was to reinforce correct language structures. Typical procedure used with this approach based on behaviourism was a habit forming drill. This language teaching methodology, as well as its original source in the field of psychology was heavily criticized for lack of consideration of **internal motifs**. Audio-lingualism also failed to include **contextualization**, which is something we



can find in a derived British model called PPP (Presentation, Practice, Production). A PPP procedure is typically uses picture in the initial phase. The picture provides context for language structures which a teacher intends to present. Structures elicitation is usually followed by a drill. In the last phase, learners use new structures for production of own utterances. This model is still widely used. However, because of its rigid structure other variations on PPP procedure followed.

Michael Lewis introduced OHE methodology, which is based on assumption that learners should **Observe** language first (read or listen). The experience with a new language should provoke them to make a **Hypothesis** about how this new language works. Finally, there would be an **Experiment** phase on basis of a Hypothesis . OHE model is close to the **III** of McCarthy and Carter – Illustration, Interaction, Induction. After exposure to language examples (**Illustration**), the SS continue with discovery activities, for example they rephrase given sentences (**Interaction**), in the final phase (**Induction**) learners grasp new facts about language. Jeremy Harmers's **ESA** model is even more general and claims that its three components (Engage, Study, Activate) can be found in any teaching sequence. After the learners are emotionally **Engaged**, they are ready for a **Study** phase, which can be represented by any teaching and learning element. **Activate** stands for "any stage at which SS are encouraged to use all and/or any language. More inductive sequence would be represented by EAS variation of this model (Harmer 2001). ESA model is even broad enough to incorporate other models, for example Task Based Learning could be used to Engage students, similarly Communicative Language Teaching or Community Language Learning could be applied in Activation phase.

Three of the mentioned models – OHE, III and ESA suit the idea of a relevant input and language acquisition because all of them are more or less based on assumption that encounter with a new language would result into language acquisition. This is probably also a model which respects **structure of a mental**

**lexicon.** The learners analyze and contextualise form and meaning of a new language. Then the structures are stored in the mental lexicon and ready for use. Of course, the more frequently used they are, the higher is a probability of remembering and of proper storage of such structures. (Harmer 2001).

### 3.4 Mistakes correction

A problem of mistakes correction is to be viewed from more points of view. Stephen Krashen's opinion that learners would work as monitors and correct themselves on the basis of sufficient language input only is just a starting point. As we have concluded earlier (see Chapter 3.1) a L2 learner will never be given the same amount of language input as a L1 learner. So, since we can conclude that it is not probable that learners would acquire a L2 without any formal instruction, it is also not probable that they would cope with new language structures without mistakes correction.

Thus, a scheme must be developed which will help to cope with mistakes. Mistakes are seen as a natural product of language learning in this paper but they have to be categorized to make a correction tool as efficient as possible. Julian Edge suggests three categories: "a **slip** is what a learner can self-correct, and an **error** is what a learner can't self-correct. An **attempt** is a try to say something without knowing how." (Edge 1989, p. 9-11) Not only different mistakes categories are to influence dealing with them. Type of evaluation must reflect a type of activity. For example when focus of a productive activity is on fluency and not on accuracy, then a teacher should not interrupt SS to provide feedback on mistakes. Mistakes correction can follow. When a teacher receives final products of an activity, (written output, recording) typical mistakes can be summarized and presented on board. Correction of mistakes is then sensitive and it does not interrupt intended goals of the activity. Also it does not have to be always the teacher who corrects mistakes. In Community Language learning a role of an assessor is taken over by the whole group.

As was shown here, to treat mistakes right we have to know first, whether the activity requires immediate or rather postponed correction, also different type of mistake calls for a different solution. A learner is sometimes able to correct himself/herself on basis of his/her previous knowledge which corresponds with Krashen's Monitor Hypothesis.

### **3.5 Decoding chunks**

It was noted earlier that differences between L1 and L2 need to be taken into an account due to the fact that L2 learners will not be exposed to the same amount of an input. On the other hand, both L1 and L2 learners will face the same problem which is dealing with a new language. Learners of any language have to decode and contextualise it before they finally acquire it. This paper shares Michael Lewis' view that language does not consist of traditional grammar and vocabulary but of multi-word units - chunks. (Lewis 1997). Therefore presumption is that learners would acquire a large store of fixed and semi-fixed phrases which would function as a foundation for any later linguistic novelty. A situation which is described by quotation "all chunks but no pineapple" (Thornbury 1998, 12) should be avoided. It describes an extreme situation where learners rather memorise factual information but they do not really understand. This would be wrong for the same reason as an overemphasis on formal teaching or memorisation of alphabetical lists of unrelated words, this attitude does not respect need for sufficient context which is essential for proper analysis and storage of language chunks within the human brain. This work adopted different point of view, it stresses conceptual understanding, use of cognitive skills and a provision of sufficient context. SS are expected to think about the language chunks which are presented to them. "Instead of explicitly teaching present perfect tense – expose SS to examples, instead of telling about spoken grammar – get them to look at transcripts and come to their own conclusions" (Harmer 2001; p. 75).

### 3.6 Developing learner's competences

Development of competences is an aim of education in general. "They (competences) are characterized as the sum of knowledge, skills and characteristics that allow a person to perform actions." (CEFR, p.9) Language education is closely linked with communicative competences. If a learner is to succeed in a communicative task he/she needs to be able to employ communicative strategy and get involved in a communicative activity. For example, exchange of an experience from a holiday includes both productive and receptive communication activity. To enable a learner successfully fulfil these activities his/her communicative competence must be developed. A **communicative competence** consists of knowledge of a formal language system - a **linguistic** competence, a **sociolinguistic** competence and a **pragmatic** competence.

Practical attitude for communicative competences development adopted in this paper is linked with appropriate language **input**. SS will be presented with the target language in written or spoken form. The provided language samples will provide context and sufficient amount of examples which should enable SS conceptualize the language structures. Necessary instruction will be provided to ensure proper development of competences. This instruction can have a form of additional explanations, provision of more examples or a controlled practice.

## 4 Thesis

Second language (L2) should be rather subconsciously acquired than consciously learned. Model of successful L2 acquisition includes such factors as: provision of sufficient and appropriate input; development of a communicative competence and also motivation of learners. More specifically, language input should be slightly above learner's actual language level and varied, so that it challenges all learners and leads to proper contextualization. Contextualized language

structures lead to a communicative competence development. Once competence is acquired it can be employed in communicative activities.

## 5 Project design - Event

### 5.1 Aims of the Project

The following project aims at development of a language teaching model respecting contemporary curricular documents, namely Common European Framework of Reference, which includes besides others also **competencies development**. One of the main theoretical assumptions of the model is that L2 should be rather **acquired** then learned. Model will also take in account such factors as appropriate language **input**, development of a **communicative competences** and **motivational and affective factors**.

**Can relevant input contribute to acquisition of second language (L2) structures?**

**Can multiple forms of input facilitate L2 acquisition?**

**Can development of communication competences help L2 acquisition?**

**Can additional motivational tools e.g. language portfolio help L2 acquisition?**

### 5.2 Situational settings

The project will be set into specific conditions of a grammar school in Rakovník, Gymnázium Zikmunda Wintra Rakovník. A fourth grade of the eight-year general study branch was chosen because it corresponds with the specific criteria of the project – the learners are about 14 years old and their expected proficiency level by the end of the school year is A2 according to Common European Framework of Reference. Thus, this sample of learners is theoretically fully comparable with elementary school 9<sup>th</sup> graders.

### 5.2.1 Observational tasks

Prior to my own teaching I was offered to observe two lessons. Focus of my observations was of course linked with aims of my Project (input, competences development, motivational tools - see chapter 5.1) but I also considered factors like use of L1 and L2, classroom atmosphere and SS' attitude towards English learning.

**First** of the two lessons took place after a one-week holiday which I was made aware of by my mentor. Lesson focus was a "will" revision and practice and a brief reading practice. The class took place in a classroom which was fully equipped with multimedia teaching aids - a computer with internet connection, interactive board and speakers.

**An input** could not be really evaluated because the lesson was stressed on revision. Interesting enough was a way that the teacher used for contextualization of future tense. He claimed that there is nothing like future tense in English because "will" is a kind of prediction which is done, it was evident that the teacher used this earlier when explaining use of the tense. Similarly, he reminded the SS of a simile of an oyster and a pearl, "There is no oyster without a pearl and vice versa". My mentor used this to remind the SS that future tense consists of two inseparable forms - auxiliary "will" and a main verb which carries meaning. Such complementary explanations can help **memorization** of the presented language. The future tense was practiced by playing a game "noughts and crosses", the SS were divided into two groups, a correct future tense sentence meant a right to draw a nought/cross. The game was played on the interactive board. Students were **motivated** enough by this type of activity and it was a good practice as well. The teacher himself was enthusiastic, provided classroom instructions in English and prompted the SS to use English as much as possible, for example for apology, etc. Several times he pretended that he would not understand Czech to force SS use English for classroom communication. Czech was used in the minority of cases, for example

when working with grammar or during correction of a gap filling task. Overall impression of the lesson was a **good classroom atmosphere** and good cooperation of SS without problematic behaviour.

A **second observation** took place in a different classroom but it was equipped with multimedia teaching aids again. The topic of the lesson was giving advice. Language structures introduced within the class were should/shouldn't. The activities were based on a textbook (Solutions Elementary) again.

The procedures were **linked** by the topic of giving advice about what to wear for certain occasion. Inclusion of should/shouldn't structures fitted in very natural as well as vocabulary describing colours and types of clothes. When the SS did not understand a term "polo neck", the teacher used interactive board and youtube webpage to illustrate what is typical for certain occasion. Following TB activity was focused on what to wear for a job-interview.

The **context** of language taught was clearly illustrated and it worked well together. **Atmosphere** of the classroom was **relaxed** and cooperative. The area of giving advice about what to wear was a good setting for both vocabulary and language presented.

#### Observational tasks summary

As a whole, it can be said that the teacher provided a **considerable amount of target language input**. Examples, activities and other tools used to **contextualize** language were interesting and helpful for the SS. In case of the second lesson a **communicative activity** "Giving advice" was clearly linked to a **competence development** (should/shouldn't, clothes vocabulary). It is very difficult to say whether the SS really acquired given language structures because none evaluation took place, but they were able to fulfil the practice tasks without problems. The teacher was very **enthusiastic** during both lessons and transferred his good mood onto the SS. Strong and leading personality of the teacher can be

from one point of view considered as a drawback since most of the activities were **teacher centred** and thus much of the speaking was done by the teacher. In my lessons SS should be given more space for production or interaction, either in groups or in pairs.

### **5.2.2 Interview with the teacher**

When I introduced my Thesis to my mentor we found out that we have quite a similar view on language teaching. We both agreed about inefficiency of memorization of vocabulary or grammar rules without proper context. Except from that we also discussed possibilities of use of a language portfolio. My mentor appreciated use of a language portfolio in my classes because he planned to include it into his teaching in the future as well. We also briefly discussed other topics.

#### **Do you stress communication or grammar correctness?**

My mentor told me that he tried to keep these two factors balanced. He stated that he does focus on communication especially in classes with higher proficiency, or when there is a sufficient reserve in a time plan. In lower proficiency classes he prefers grammar accuracy as a basis for further development. Regrettably there were no communicative activities I could observe but my mentor was recording his students during communicative tasks (with an agreement of parents) for purposes of a further analysis. This was for the very first time that I experienced someone really recording the spoken output. No special devices were used - a cellular phone for recording and a computer for replaying and analysis. A quality of the recordings was just sufficient for this purpose.

#### **How did ŠVP/RVP changed your attitude towards language teaching?**

Firstly, my mentor stated that it brought much additional work to everyone. Besides that he commented in a similar way as have many teachers I have spoken to previously. Of course that the English department had to prepare the



ŠVP but decisive role is still given to a textbook. As it seems to me a textbook is still a backbone of language teaching classes. The good news is that contemporary textbooks reflect the same theoretical background as the above mentioned curricular documents.

### **How do you motivate your students?**

I was told that my mentor has a detailed structure of motivational “bribes”. He mentioned for example, that any student can once apologize from being orally tested without any reason, etc. This attitude aims at establishing of a more partner-like relationship. But more importantly, as I have seen during the classes, my mentor was able to captivate SS’ attention and make them enjoy English lessons by his enthusiasm. He has a very relaxed and friendly attitude towards SS, on the other hand it was not problem for him to settle the class down sometimes even by using rather strong expression. Another ability I appreciated was to react flexibly and improvise.

### **5.2.3 Situational settings implications**

The lessons I have observed and my tutor’s remarks and opinions have following impact on my lesson planning.

Language teaching classroom are fully equipped with multimedia and the SS are used to work with it. This is good news for me because I intend to use videos, presentations and pictures. Also one of the classes I observed was very similar to what I intend to do. I would also like to retain good classroom atmosphere and motivation of the SS. A game is a very good idea and a friendly attitude towards SS also seems to be working. From the procedures used in the classroom I highly appreciate the “giving advice” activity which aimed at development of specific communicative competences (should/shouldn’t and vocabulary – clothes). This activity was purposeful and provided sufficient context for acquisition of language structures. A model I am about to design should be based on similar procedures. Last of the features I appreciate and wish to use is use of some aids

for memorization-like a mnemonic used by the teacher- Oyster and Pearl as a symbol for inseparability of auxiliaries and full verbs. One thing I would like to do differently is a teacher-centred character of classes.

### 5.3 Activities design

At this phase we are coming to the point where same basic principles of activities design will be listed. Of course, that it will be useful to keep and evolve some components used by my tutor, like a good motivation (game), positive classroom atmosphere, use of multimedia and mnemonics and presentation of communicative competences in proper context. Additionally, the activities should reflect previously mentioned theoretical and methodological assumptions. Firstly, there is an assumption that learners will **acquire communicative competences** on a basis of provision of **appropriate language input**. Secondly, the aims of teaching should be derived from the **Common European Framework of Reference**.

In order to enable SS acquisition of communicative competences, the activities will have to be designed in certain manner. The Input must **captivate their attention**, it must be **challenging** and it must also be **illustrative** enough. For example, in case of linguistic competence development, the language provided must contain enough examples of the target language structures. Of course, the amount of language input matters, the SS should get as much language input as possible.

Next criterion originates from Common European Framework of Reference (CEFR) because one of its main principles is that an aim of language teaching is not only linguistic knowledge per se but also a **development of communicative competences** for practical use of a language. The accent on development of language competences is linked with communicative activities in the Self-assessment checklist from the Swiss version of the **European Language Portfolio**. The checklist is based on reference levels elaborated within the CEFR and

demonstrates an ability of a language user to get engaged in communicative activities.

*Chart 3* – example of definitions of A2 proficiency levels; based on Self-assessment checklists from the Swiss version of the European Language Portfolio

Listening	I can identify the main point of TV news items reporting events, accidents etc. when the visual supports the commentary
Reading	I can identify important information in news summaries or simple newspaper articles in which numbers and names play an important role and which are clearly structured and illustrated.
Written production	I can describe an event in simple sentences and report what happened when and where (for example a party or an accident).
Spoken Production	I can give short, basic descriptions of events.

Chart 3 (above) illustrates expected outcomes of L2 learners according to CEFR. It is used here because each of the language activities will function as a basis for one of phases of the Project, these will be the short-term objectives for the learners.

#### 5.4 Project outline

Structure of the model will be freely derived from Michael Lewis's OHE (**Observation-Hypothesis-Experiment**) model (Lewis 199, p. 83). The Project will function as a set of procedures which will be linked one to each other. Covering topic of the Project will be "Event description". The procedures will originate from a receptive **perception** of an Event and from Event description, and they will aim at **production** of written and spoken Event descriptions. More detailed description is contained in the following scheme.

## **Observation**

Reading: SS read an event description and they are asked to identify important information from the text (relates to a language portfolio reading part).

Watching: SS watch an event and they are asked to identify main points of the video. (relates to a language portfolio listening part).

## **Hypothesis**

Reading: SS are confronted with a new language both in a prepared exercise and in the text and they are provoked to create a hypothesis about form and context of the language.

Watching: SS are confronted with the structure of the event and they are provoked to analyse it.

## **Experiment**

Writing: SS prepare a written description of an event.

Speaking:

- 1) SS prepare and introduce one-minute long Event Description report

## 6 Lesson plans and Evaluation

The following chapter contains detailed lesson plans of the Project and also its evaluation. Evaluation is based on Reflections, Language Portfolio and Written/Spoken Output.

**Reflections** provide insight into the lessons from the point of the teacher. The teacher as a direct participator of the lesson evaluates components influencing the lesson and an accomplishment of particular aims. These components include functionality of classroom materials and procedures, an achievement of goals and a classroom atmosphere. Specific assessment comes from actual aims of individual lessons.

A **Language Portfolio** will serve several purposes here. Firstly, it functions as a **motivational tool**. The Portfolio will be introduced in the very beginning, so the SS will know purpose of every single lesson because the short-term goals will be laid in advance. Second function, **self-assessment** will be used to summarize the whole project for the SS themselves. Ideally, the SS will also be strongly positively influenced by the fact that they will successfully fulfil the short-term goals. The third function is not typical for Language Portfolios in general but it will be used as a **feedback on the whole project**. The SS will be asked what they actually remembered and what they enjoyed/did not enjoy.

The **written and spoken output** evaluation has its irreplaceable role in this project because analysis of the written and spoken utterances should prove actual mastery of communicative competences. Both written and spoken output will be evaluated on the same basis because the spoken output will be recorded, transcribed and evaluated afterwards.

## 6.1 Lesson plans and Reflections

### 6.1.1 Lesson plan No.1

**Level/Skills** A2/listening

**Learning Objectives** SS will be able to: answer comprehension questions; identify structure of the Event; create own utterances describing an event according to an example

**Thesis Focus** motivational means - Introduction of a Language Portfolio; use of a video with up-to date popular technology – Apple; SS will be confronted with Event Structure and Experiment with Event Description (Development of a Pragmatic Competence)


**Materials** Lesson plan, worksheets, iPhone paper model, San Francisco visuals (pictures, video, Alcatraz, Coit Tower, Lombard street, San Francisco Bridge); a song – If you're going to San Francisco; presentation –Language Portfolio

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## Apple iCloud - Photo Stream

Keynote May 2011

<p><u>Before you start:</u> Engage the SS into an Event Description model – Present a Language Portfolio; give SS a possibility to speak for one minute to illustrate need for preparation and practice</p> <p style="text-align: right;"><b>(5min)</b></p>
---

<u>Lead-in</u>	Using printed and folded paper model of an iPhone . (3min)
	<p><i>Teacher:</i> Hello, this is my brand new iPhone (showing the paper model to the class). Who is the producer of this device?</p> <p><i>SS:</i> Apple.</p> <p><i>Teacher:</i> Very well and do you know any other devices they produce or anything else about the Apple company?</p> <p><i>SS:</i> Steve Jobs, iPad, Mac, OS X, ...</p> <p><i>Teacher:</i> Very well. Now, I'm going to take a picture of you, say CHEESE! Very nice photo, but now, I want to get the picture from my iPhone to my PC. How do I do that? Any suggestions? Have you ever heard of <b>cloud computing</b>? Can you explain terms <b>download/upload</b>?</p>
<u>True/False Activity</u>	(7min)
<p>The SS will read the true/false statements before watching a video, the teacher will ask the SS to rephrase/translate the answers.</p> <p><b>1st listening</b> (video length: 3:42min, taken at a conference in San Francisco organized by Apple-ask SS where is San Francisco)</p>	

Question	True ✓	False ✗
1) The product which enables transfer of photos between Apple products is called Photo Stream.	✓	
2) Photo Stream automatically uploads pictures to iCloud.		
3) To transfer photos from iPhone to iPad you have to install a new application.		
4) To store photos permanently on iPad, you must move them to an album.		
5) Transfer of the data works over Wi-Fi		
6) iPhone or iPad store first 1000 photos only.		
7) Photo Stream does not work with PCs.		
<p><u>Dictionary:</u> <b>enable</b>=make possible; <b>transfer</b>=move from one place to another; <b>store</b>=keep at a certain place</p>		

## Event structure

Focus on the event itself and give your **opinion** about following questions (7min)

Before the 2<sup>nd</sup> listening the SS will be introduced the following topics.

- 1) How many **parts** does the Event have? Create a name for every part.
- 2) What is a **purpose/aim** of the event? Was it entertaining/commercial/educational or informational?
- 3) What did you **like/didn't like** about the presentation? Would you buy an Apple product?



After the 2<sup>nd</sup> listening –discuss the above mentioned topics and proceed to the next task.

## Journalists - event description focus

(15min)

Now, each of you will become a **journalist** and will have to describe the Apple event. It is very difficult to make a good event description. Before you start to work, here are some →

tips and tricks.

1. Focus on **structure**, structured description is good for a reader, because it's easy to follow. You already know how the Apple Event was structured. How would you structure **your description** of the Apple Event? Don't forget to include basic information - **What? Where? When?**
2. **A) Stick with the past tense**, it is possible to use different tenses as well, but it is extremely difficult not to mix it up and **B) don't be part of the action, avoid using "I" or "we"**
3. Use **similes** and **metaphors**. Give your text certain **mood** and make it **unique**. See examples and think of own metaphors describing situations from the video. (e.g. standing applause, successful transfer of the photos, summary of the product). **Inspire yourself** from the following examples. What **mood** or **atmosphere** do following metaphors (↓) carry?

*The children were like bundles of concentrated energy exploding with delight.*

*The very buildings themselves seemed to bow low as the town's new hero approached.*



*The evening was aflame with the glorious sunset.*

Show pictures of San Francisco + play the song ...

<<http://www.sanfrancisco.com/weather/>>2. 11. 2011

*Teacher:* Let's go through the transcript of the video, we will gradually change transcript into a description. **Think about the points that were suggested above.** Continue the story:

Event description: Apple Keynote May 2011 San Francisco

It was a sunny spring day, not even cold breeze coming from the sea could stop people from wearing T-shirts and shorts. (SS continue the story ...)

(Use an interactive board, show some pictures or own video)

*Teacher:* Before we end the session... you will have **homework** for the next lesson. The good news is that you don't have to write anything. **Find texts** that describe an **event** (videos from the events) and bring them to the class, we will use them for the next activity.

Answer sheet

Comprehension check

True/False – 1T, 2T, 3F, 4T, 5T, 6F, 7F

Opinion –not strictly focused on precision of answers; 1) three parts 2) commercial presentation

Describing an Event links:

< <http://www.roanestate.edu/owl/Describe.html> > 8. 10. 2011

< <http://www.englishbiz.co.uk/mainguides/describe.htm> > 8. 10. 2011

Homework

*Examples of events – accident, disaster, sports event, concert, etc.*

My event is

---

I found it on this webpage/in this newspaper

---

When and where did it happen?

---

### Reflection

During the first lesson it was important to **introduce** the SS a concept of the whole Project, to **engage** them for the work on the Project by using an attractive material and to begin the **first stage of the Model** by development of a communicative competence – Event structure analysis.

After a brief questioning about SS' general motivation for study of English and their assumed weak/strong-points, a four-step model aiming at one-minute spoken production was introduced. SS were offered a possibility to speak about an Event without a preparation. Most of the SS did not feel confident enough but two of them made their more or less successful try. I think that this was a sufficient introduction of the **Event description Project**.

An aim to **engage** SS for the next activity was reached because a paper model of an iPhone and its use for demonstration of taking pictures worked just fine as a lead-in activity. As I expected, the comprehension task proceeded without major problems, because much time was spent to design the task specifically for this purpose. Although the video was authentic, thus possibly too much above the of learners' level, it was accompanied by clear visual demonstrations. Also the important facts were repeated at the end of the video and a relatively easy true/false task was chosen. The role of the video as an appropriate **Input** was fulfilled. The topic was **interesting**, the task was **challenging** because it was based on an **authentic language** but manageable. Most of the SS were also able to divide the event into the parts. The fact that they were able to think about the structure of the Apple Event should help them structure their own Event Descriptions as well.

Because of the time restraints, the last focus of the lesson, further exploration of an Event Structure was accomplished only partly. We did not manage to create descriptive sentences on the basis of the transcript of the text. Because Event Structure focus is one of the stages of the Project it cannot be omitted. Therefore it will be mentioned in the following lesson again.

### 6.1.2 Lesson plan No. 2

**Level/Skills** A2/reading

**Learning objectives** SS will be able to: answer comprehension questions; decide whether sentences are active or passive; come up with Passive rules – form and use

**Thesis focus** SS will be confronted with a new language structure, provoked to think about it; they will inductively produce a Hypothesis about Passive structures and store its form and context

**Materials** Lesson plan, worksheets

Event structure revision	(10min)
<p><i>Teacher:</i> Last lesson we talked about Apple Company and its new product, how was it called?</p> <p><i>SS:</i> Photo Stream</p> <p><i>T:</i> Very well, and at the end of the lesson we focused on structure of event and event description and we mentioned some rules.</p> <ul style="list-style-type: none"> <li>a) How many parts did the event have? <i>SS:</i> Three. <i>T:</i> Very well. Remember when describing an event, it is important to think about the structure. How many parts would a description of the Apple event have?</li> <li>b) What tense would you use to describe an event? <i>SS:</i> Past tense.</li> <li>c) The last thing how to improve your description is to use similes and metaphors, they make your description unique.</li> </ul>	

Let us try to describe the apple event briefly, create five sentences based on the following points. (teacher writes the points on the board)

- 1) What? Where? When?
- 2) Steve Jobs Intro
- 3) Eddie Cue Demo
- 4) Steve Jobs' Summary
- 5) Summarize the event

Think about a metaphor describing an apple Event.

*Teacher:* Today we are going to continue with the topic Event description, we are going to read an Event description and you will also learn something about **Passive voice** (write it on the board)

### Comprehension part

(10min)

*Teacher:* Let's get started, do you know any pirates? SS: Jack Sparrow. T: OK that is a movie, but were the pirates real? Do the pirates still exist? SS: Yes. T: Yes, that's true, still pirates still exist and we will read about them. (Distribute the papers.)

- a) Let the SS match pictures and words
- b) Read comprehension questions and let the SS find answers. Good, who had the answers all correct? One mistake, two mistakes?

*Teacher:* Before you start reading, all the questions are focused on numbers, so you don't have to understand everything. Focus on numbers only!

## What happened?

### Match pictures and words



hostage

vessel

hijacking

gunmen



## Somali pirates defeated by Taiwan fishing boat crew

The crew of a Taiwanese fishing vessel have defeated a group of Somali pirates who hijacked their boat last week.

The 28-member crew of the Chin Yi Wen were taken hostage while sailing off the East African coast and **disappeared** from radio contact on 4 November.

The six pirates **were** later **attacked** and overwhelmed by the sailors. Several hundred people and dozens of vessels **are** currently **held captive** by Somali gunmen. The Chin Yi Wen disappeared from radio contact while several hundred kilometres off the coast of Somalia last week. A group of armed pirates took control of the boat, but **were defeated** when the crew fought back. According to Taiwan's Fisheries Agency, three sailors **were injured**, while the pirates **fell** into the sea. Their fate is not known. The fishing crew later **sought** the assistance of the United Kingdom Maritime Trade Operations (UKMTO), an



***Pirates based on the Somali coast are holding hundreds of people hostage***



international anti-piracy task force which patrols the area under the supervision of the UK. The International Maritime Bureau has said that better policing and improved security **have reduced** successful hijackings by Somali pirates this year. Nevertheless, attacks linked to Somalia made up more than half the piracy incidents reported worldwide.

A US study **found** that maritime piracy costs the global economy between \$7bn (£4.4bn) and \$12bn (£7.6bn) a year.

Adapted from: <<http://www.bbc.co.uk/news/world-africa-15623805>> 7.11.2011

Find correct answer!

How many hostages were taken by the pirates?

---

How far from the coast did the accident happen?

---

How many UK pounds does the piracy cost global economy a year?

---

**Teacher:** Good, you did understand well, now we are going to do something different for a while. Look at the statements about your childhood. (*Teacher: What is “statement” in Czech?*) Decide which one is true for you. You **can change** any verb that does not fit, e.g. *love* might become *ignored*. And you can omit one. (let the SS rephrase or translate)

Focus on Passive constructions

(10min)

- 1) Look at the following Passive/Active list of sentences about your **childhood**. Sentences are in pairs, underline one statement that best fits you and **your story**. You **can change** any verb that does not fit, e.g. *love* might become *ignored*. You might find it difficult to identify with one or two sentences, you can **omit** them. You have 4 minutes.

Passive	Active
I <b>was</b> born.	I pushed out of my mother's womb
I <b>was</b> loved by my Mum.	I loved my Mum.
I <b>was</b> told to fight my brother/sister.	I fought with my brother/sister.
I <b>was</b> taken to nursery school.	I went to nursery school.
I <b>was</b> befriended by other kids.	I made friends with other kids.
I <b>was</b> loved by my Dad.	I loved my Dad.
I <b>was</b> taught to read.	I learnt how to read.
I <b>was</b> given homework.	I did school things at home.
I <b>was</b> fed at school.	I ate at school.

- 2) Work in pairs. Explain to your partner which one is true for you and why.
- 3) Look at the article and decide whether phrases are active or passive, what is the basic form?

were attacked

---

were defeated

---

were injured

---

saught

---

defeated by

---

# Passive rules!

## Summary

What is typical about passive?

**Form:** \_\_\_\_\_

**Example:**

**When do we use it?**

Put these into Czech:

He was criticized for his work.

He has criticized people all his life.

This is a very often criticized book.



## Homework

(10min)

- 1) Look up a news article describing any **event** (It can be the one you found for the previous lesson)
- 2) Find **passive** constructions within this text, at least one (if there is none, find different text!) and underline it.
- 3) Print the text
- 4) Find phrases and adverbs which give answers to following questions: when? where? why? how? to what extent? and underline them.

**Recommended web pages:** BBC, CNN, the Sun

**Possible keywords and phrases:** accident, crash, was/were found, was/were kidnapped, was/were injured, was/were lost, was/were introduced, was/were killed, etc.

Homework:

Source web pages:

Passive forms found:

## Reflection

The first lesson was not fully finished therefore the second lesson was started with a short revision of a communication strategy linked with Event Description, so that there was no gap in a development of the intended Model. The second lesson itself aimed at **Observation**, creation of a **Hypothesis** about and contextualization of **Passive**.

Crucial point of the whole lesson was the text. Piracy was a topic which the SS were aware of before they even saw the worksheet. When asked about pirates, Somalia was mentioned on the second place, right after a popular film character captain Jack Sparrow. Comprehension task was aimed at development of **reading for specific information** and even though the text was **authentic** and adapted in no way, most of the SS were able to answer given questions. Moreover **classroom atmosphere** was cooperative and SS seemed to be **engaged** in the reading tasks. I think that they were proud that they were able to accomplish comprehension tasks based on authentic language.

This specific text was used because it contained **plentiful examples of Passive**. However, for the first confrontation with Passive an exercise from a book "More Practice Games" (Rinvoluceri, Davis 1995, p.74) was adapted. Purpose of this exercise was to let the SS grasp basic **context** of the Passive on the topic which is connected with positive emotions, eg. Sentences "I loved my mum." x "I was loved by my mum." I asked the SS to reason their choice when I was monitoring the activity and the SS were able to justify their choices, therefore I consider the activity as useful. On the other hand there was **no particular enthusiasm** for the activity. The original version might work better but it is also more time demanding, which is why I shortened it.

Problems occurred during the activity focused on recognition of Passive/Active, students struggled to give basic forms of verbs because vocabulary was new to them.



Since, at the end of the lesson I was running out of time I skipped the Passive Summary and proceeded to homework administration because the next lesson was partly dependent on it, so the proper administration was necessary.

### 6.1.3 Lesson plan No. 3

**Level/Skills** A2/writing

**Learning objectives** SS will be able to write a structured Event Description

**Thesis focus** SS will enter an Experiment phase and show whether they have acquired Passive and Event Description Structure; also they will be motivated for the next lesson by introducing a competition

**Materials** Lesson plan, worksheets

*Teacher:* Good morning! Last time we talked about Piracy and also about the Passive! But we did not manage to summarize it. Give me an example of passive! *SS:* Were defeated. *Teacher:* Writes a sentence on the board. (Pirates were defeated). What is the form of the passive? Do you remember what your teacher used to tell you? Look at the picture! What is there? *SS:* Mušle. *Teacher:* Yes! And what did Mr. Waldhauser told you about it? *Není mušle bez perly a naopak.* What is “were” and what is “defeated” here? *SS:* pomocné

*Teacher:* Ano, pasiv je tvořen pomocným slovesem – auxiliary „to be” plnovýznamovým slovesem - full verb. Write three examples of Passive. Good, and how about the use? I’ll help you we use it when agent is not known or not important.

*Teacher:* You worked very well! Today we will continue with our topic Event Presentation, it is time for you to start with written description of an Event. But before we you start we will revise what we have learned so far about Events.



## Describing an Event

### Revision

In the first lesson we focused on event description structure. A good description:

- *Gives basic information* –What? Where? When? (Hint: Wh- words)
- \_\_\_\_\_ (Hint: It makes your description easier to follow for the reader)
- \_\_\_\_\_ **tense** is the best for simple description of events.
- \_\_\_\_\_ add certain **mood** and **atmosphere**

Teacher: Good, that was about the Event structure. Now, we will revise Passive! Look at this Banana (use a real banana) it comes from South America. Think about its journey around the world! How did this banana got all the way from South America to the Czech Republic? (When the SS create sentences in the past tense, let them make future and present tense sentences, for example: *Bananas will be shipped.* )

BANANA Activity! Tell me as many **passive sentences** about bananas as you can:

Example: These bananas **were grown** in Costa Rica ...



You can use these verbs to create **passive sentences**: to harvest (sklidit), to sort (třídít), to store (uskladnit), to load (naložit), to ship, to transport (transportovat), to offer (nabídnout), to display (vystavit), to sell (prodat), to buy, to eat ☺

### Homework correction

Teacher: Now, let's talk about your homework. What Events did you find? SS: football match, concert, etc. Teacher: Very well! Give me examples of **Passive** you found within the text! Write these examples down. And phrases describing What? Where? When? Why? Did you find? (Let the SS give examples and write them down.

What did you read about? Why did you choose this topic? Where did you find the article?

- 1) Give examples of passive structures you found.

---



---

- 2) When? Where? Write down prepositional phrases.

	When?	Where?
Prepositions		

*Teacher:* Before you start writing your own Event description, we will look at our plan for the next lesson. Would you like to play a game next time?

*SS:* Yeees.

*Teacher:* OK, let us look at the rules!

### My Event



The last lesson will be devoted to a **team competition**. Winner of the competition will be the group which will be able to prepare the best **Event reports (Event descriptions)** and also **understand to reports** of other groups.

There will be **4 groups** and **4 rounds**. Every member of the group will present his/her **Event Report. The Report** must not be longer than **one minute**. You can grab points for a good **Presentation** and for **Listening**. Points will be distributed by judges. First, we will divide into groups and look at the competition system. Then you will have time for **individual** preparation of **Event descriptions**.

(create random groups, possibly by counting 1,2,3,4 and pointing at SS at let the SS write down theirnames to groups 1-4 according to number they were given)

## Competition system

Group 1, Group 2, Group 3, Group 4

(this is how the chart looks like, after the SS are divided into groups)

ROUND	JUDGES	PRESENTERS	IDLE	LISTENING/ REPORT POINTS			
				G1	G2	G3	G4
1 <sup>st</sup> round	Linh	Divišovský	Beneš, Eichler				
	Kraus	Docenko	Kotíková, Englický				
	Dan	Martina	Matouš, Šimon				
	Simon	Zechovský	Dana, Holub				
2 <sup>nd</sup> round	Divišovský	Beneš	Linh, Eichler				
	Docenko	Kotíková	Kraus, Englický				
	Martina	Matouš	Dan, Šimon				
	Zechovský	Dana	Simon, Holub				
3 <sup>rd</sup> round	Beneš	Eichler	Linh, Divišovský				
	Kotíková	Englický	Kraus, Docenko				
	Matouš	Šimon	Dan, Martina				
	Dana	Holub	Simon, Zechovský				
4 <sup>th</sup> round	Eichler	Linh	Divišovský, Beneš				
	Englický	Kraus	Dacenko, Kotíková				
	Šimon	Dan	Martina, Matouš				
	Holub	Simon	Zechovský, Dana				
TOTAL							

### Evaluation:

1. Event report – 1-5 points
2. Comprehension – 1 point/ 1 correct answer

Teacher: Now, it is time for you to write a good Event description according to the following checklist. The **Event description** must:

- 1) be **structured**
  - 2) be written in the **past tense**
  - 3) contain a) basic information – **What? Where? When?** b) example of **Passive** and c) a **Metaphor**
-

- 4) When you are finished with writing, prepare **two true/false statements**.  
For example- *Beginning of the match was delayed because of rain (False - it was because of wind).*

Start writing now. If you will not finish description now, you will do it for your homework.

### Reflection

The third lesson was intended as a revision during which both Passive structures and communicative strategy used for Event Description were practiced. On the other hand it was a breaking point because it was the first **productive lesson**. As such it was about to confirm or dispel one of the crucial points of this paper which is the Acquisition of a Linguistic Competence represented by **Passive** and Pragmatic Competence represented by **Event Structure** and a **Metaphor**.

Unfortunately, a development of the model was delayed from the very first lesson, which meant that the written production turned from the classroom practice into homework. This change does not influence the development of the Model because it does not matter whether the writing takes place in class or not. It is important to have the material ready for the final, spoken production lesson.

The three activities focused on **revision** were of a vital importance because they functioned as a support for the learners. They should help them summarize knowledge of newly acquired communicative competence before they start using it actively.

The first activity was designed to give SS overview of a **Communicative Competence** which they were expected to acquire in order to be able to give a nice Event Description. This competence consists of knowledge of an **Event Description Structure**, use of a **Metaphor** (Pragmatic Competences) and ability to use **Passive** for Event Description (Linguistic Competence). Ability to use past tense was taken as granted here.

To give SS more opportunities for **Passive practice**, the “Banana activity” was introduced. It worked quite fine, very useful were the given verbs list which enabled the SS to produce sufficient amount of sentences.

The last revision based on previous homework, was also intended to help SS with the written task. SS struggled to find **prepositions** within the texts they have brought. It was quite difficult to elicit examples which could be filled into the prepared chart. Maybe the SS did not understand instructions properly, next time it would be certainly useful to practice the same activity together on the “Pirate” text.

#### 6.1.4 Lesson plan No. 4

<b>Level/Skills</b>	A2/speaking
<b>Learning objectives</b>	SS will present a one minute long Report describing an Event
<b>Thesis focus</b>	the final phase will prove/disprove acquisition of a Communicative Competence for the Event description; also it will be demonstrated whether and how the competition influenced SS’ motivation
<b>Materials</b>	Lesson plan, worksheets and charts, stopwatch (hourglass), cellular phone for recording, prize for the winner

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Let the SS form groups and organize classroom during the break if possible. To be sure that they will respect division to groups from the previous lesson, you can leave a copy of groups and group members in class.

Teacher: Good morning. I'm very thrilled about today's lesson. Are you ready for the competition?

SS: Yes!

Teacher: Good, but before we start, I give you seven minutes to make a final group check of your prepared materials.

#### Group check!

(7min)

Make a final group check of prepared Event descriptions before you start presenting!

- 1) **Read** your description to the rest of the group.
- 2) Check the Report, you can use a given **Checklist**
- 3) Check the True/False **statements**
- 4) Think about a **name** for your group

#### Reflection

The fourth and final lesson was to reveal the actual state of **Acquisition of a Communicative Competence** for Event Description which was previously defined as a knowledge and mastery or ability to use following components: past tense, **Passive** structure, use of a **Metaphor** and ability to **Structure** an Event description. These components were to be used both in written Event Description, which functioned as a rehearsal for the main activity-oral Report describing an Event. Even though the activity finally took place, the output cannot be evaluated here for obvious reason. Corrections took place after the lesson and so they will be addressed in their own section (see Chapter 6.5).

**Proceeding of the activity** itself can be evaluated. In the first place, it is to be mentioned that the final part of the Project stretched into three classes. A team

competition activity could not take place in the first class at all because there were 9 of 16 students. Extension of the competition into two following lessons was caused by its complex system which everyone had to get used to. Therefore the activity was more time-demanding than was initially planned.

About the activity can be said that it worked very well, especially during the first lesson. Classroom arrangements were made in advance and all but one student were prepared to present their Reports. At this point a **motivational engagement** of the SS is worth mentioning. **Roles** and **duties** connected with the activity were accepted and SS worked autonomously to a large extent – they were able to evaluate, take care of calculations, monitor time, record their schoolmates, listen and speak. A big positive feature of the activity which proved to be working in practice was that SS were **motivated** to listen to reports of their schoolmates. Because, if the SS were just to read a Report to the class, the activity could become monotonous, SS would probably not listen to each other. But the competition provided **purpose both for listening and speaking**. It was already mentioned that all but one student prepared properly. The unprepared student was asked to come in front of the class for presentation anyway. Because he said nothing, the judges gave him zero points and the listeners were awarded full amount of points for comprehension. The student came after the class and asked me whether he could prepare his presentation for the next lesson, which I think demonstrates his **personal engagement** for the activity. Other demonstration of enthusiasm about the activity was use of visuals to support reports - one of the SS used a video - another one even prepared quite a sophisticated presentation.



## 6.2 Project Evaluation Criteria

**Can appropriate input contribute to acquisition of second language (L2) structures?**

**Can multiple forms of input facilitate L2 acquisition?**

**Can development of communicative competences help L2 acquisition?**

**Can additional motivational tools e.g. language portfolio help L2 acquisition?**

## 6.3 Reflections Conclusion

The first part of evaluation will be based on reflections. Usefulness of individual procedures and components was already partly evaluated. Now they will be summarized altogether on the basis of Project Evaluation Criteria.

The language Input plays a prominent role throughout the whole paper. What was its real influence on the Project? The most important part from the point of view of Input was the first-comprehensive part of the Project. The SS were exposed to authentic language and had to accomplish a listening and a reading task. The **motivational effect** of the provided Input was obvious, on one side there was a relatively difficult and thus challenging L+1 input, which was however chosen with a maximal attention to attractiveness. On the other side was a successful accomplishment of the task. But the Input was mainly intended as a basis for acquisition of a Communicative Competence. The Pragmatic Competence – Event Description Structure and use of a Metaphor was planned to be discovered and further developed in the first lesson. However this objective was not accomplished in the first lesson, so it was moved to the initial phase of the second lesson. This delay in Model development caused that objectives of the two following lessons were also not completed as planned. Event Description Structure and Metaphors had to be revised in the beginning of the second lesson, Passive was summarized in the beginning of the third lesson and written task intended as a part of the third lesson was left for homework. As we can see,

none of the elements was omitted. Theoretically, potential of provided Input was still utilized to maximum. Special emphasis was put on multiple forms of Input, which were aimed at acquisition of Passive. The second lesson contained activity contrasting active and passive forms and many examples of passive used in its natural context. Additional instruction was provided by the Passive summary, which the SS partly finished themselves and by the “Banana activity”. Compared to this amount of Input, the Event Description Structure and Metaphor were quite neglected.

Successful/Unsuccessful acquisition of a Communicative Competence (Passive, Event Description Structure and a Metaphor) will be further addressed within the Written/Spoken Evaluation Part (See Chapter 6.5).

#### 6.4 Language Portfolio Evaluation

A Language Portfolio is an **evaluation tool** which is inseparably linked with the CEFR. One of its roles is to change SS’ perception of a language teaching process because it lays down a series of clearly defined short-term goals and it is the SS themselves who is expected to evaluate achievements, not the teacher. It is actually a form of a reflection, but it also serves as a record of a language progress. The goals have a form of “CAN DO” statements and they describe mastery of specific real-life situations. Keeping a record of a language Portfolio and planning according to it should help SS think about the links between lessons and their purpose.



The Language Portfolio designed for the purpose of this paper consisted of two parts. The **Self-assessment part** – Event Checklist is a typical part of any language portfolio. The other part – **Event description** was added for the specific purpose of the Project and it focuses on **SS’ evaluation of the Project**.

The Event checklist and subsequent questions were designed for self-assessment of ability to **understand** important information from a written text/video linked with an **Event**, and to **describe** an **Event** in written form/orally. SS also evaluated

their mastery of **pragmatic** and **linguistic competences** which they were taught. A checklist on its own is quite impersonal because SS would probably not be able to relate statements to the specific language which they once learned. Therefore the checklist was complemented with questions addressed at SS' individual choice of sources and topics and they were also asked to give an example sentence containing language structures which they have learned. This utterance will be also relevant for evaluation of the paper because it should contain sample of **acquired language structures**.

Project Evaluation part of the Portfolio was specifically designed for evaluation of the Project. It was supposed to reveal what the SS **remembered** and whether they saw any connections among the lessons. SS were also asked what they enjoyed/did not enjoy because the **Affective Factor** is relevant to this paper.

*Chart 4 – Language Portfolio Evaluation –* Following chart shows SS's choices; every "I" stands for one student's choice; E.G. Eight SS feel confident about their reading skill.

<b>Event Checklist</b>		<b>: </b>	
<b><u>Reading:</u></b>  I can identify important information in news summaries or simple newspaper articles in which numbers and names play an important role and which are clearly structured and illustrated.		I	
<b><u>Listening:</u></b>  I can identify the main point of TV news items reporting <b>events</b> , accidents etc. when the visual supports the commentary.			
<b><u>Writing:</u></b>  I can describe an <b>event</b> in simple sentences and report what happened when and where (for example a party or an accident).			
<b><u>Spoken production:</u></b>			

I can give short, basic descriptions of <b>events</b> .			
<b>Event description skills:</b>			
I can use <b>past tense</b> for description of events.			
I can use <b>metaphors</b> or similes to help readers imagine the situation.	I		
I can actively use <b>passive</b> structures for description of past events.			
I can make the description <b>structured</b> to help readers follow the text.			

Every student used a positive/neutral/negative emoticon to express his/her language skills and Communicative Competences. Every “I” in the Chart 4 stands for one students choice. For example, eight students feel confident about their reading skills, one student on the other hand, expressed his/her skills as not very good but also not bad.

#### 6.4.1 Self-assessment part

SS were asked to assess themselves using emoticons-positive, neutral or negative. None negative emoticon was used, therefore terms **Good/Neutral** can be used to summarize SS’s opinion about their performance.

Two thirds of the students or more think that their mastery of **Reading** (8), **Listening** (6), **Past tense** (7) and **Passive** (7) is good. The rest have chosen neutral emoticon. Rather equal situation is in case of **productive skills**. **Five** SS believe that their **writing** skills are good and **four SS** have chosen positive emoticon to evaluate their **speaking** skills, which means that four respectively five SS have chosen neutral emoticon for writing respectively speaking. Use of **metaphors** and **structure** stand on the other side of the scale. Only one, respectively two SS evaluate theses skills as good. Majority of the SS - 8 respectively 7 - have chosen neutral emoticon.

Example passive utterances:

1) I **was loved by** my mum in Chicago. 2) – 3) – 4) Birthday party **was prepared** at KC centre last Saturday at 2 o'clock. 5) I **was born** in Rakovník before 14 years, it was sunny. 6) I **was born**. 7) He was travelled to Germany. 8) I was on match when **was started** on Monday at 9 o'clock at sport hall. 9) The holiday was happened between 19. January and 20. February.

#### 6.4.2 Self-assessment Part Conclusion

The observed skills (spoken/written Event description) and competencies (use of Passive, Metaphors and Event Structure) were evaluated in a following way. Most of the SS felt confident about use of a **Passive** for Event description, about a half of the SS used positive emoticon to assess their ability to produce a **written/spoken Event description**. And only one/respectively two students were convinced that they can use **metaphors/structure text** well. Confidence about use of passive structures is questioned by the sample sentences because not even a half of students gave an example of correct use of Passive. The results concluded will be compared with Spoken/ Written texts evaluation (see Chapter 6.4).

#### 6.4.3 SS' Project Evaluation

Co si pamatuješ? Všiml/a sis nějakých návazností?

1) No, procvičili jsme si třeba passive, zdokonalili jsme si mluvené projevy a take jsme tvořili metafory. 2) Jak vytvořit krátký popis události. 3) Např. Was/were a koncovka –ed, was started, played atd. 4) Naučili jsme se pasivum. Řádnou strukturu eventu. Naučili jsme o eventu. Naučil jsem se nové slovíčka. Mluvený projev pro mě už není tak těžký. 5) Ani ne. 6) Chyběl. 7) (obrázek sluníčka), 8) (obrázek sluníčka a kytička). 9) Steve Jobs představuje Photo Stream. Passive, Past Tense, Metaphors, Similes.

Co Tě na společných hodinách bavilo nebo naopak nebavilo?

1) Bavili mě různé soutěže ve skupinách a take mluvený projev (ten seznam byl dobrý nápad). 2) Hodiny byly dobré. 3) To nakonec, jak jsme museli pracovat ve

skupinách, to se mě bavilo. 4) Nejvíce mě bavila soutěž a reading. 5) Bylo to zajímavé. Líbila se mi práce ve skupině. 5) Bavila mě prezentace, nebavila mě soutěž. 6) Ta výslovnost mě bavila. 7) Bavilo mě tak nějak všechno. 8) Bavilo mě mluvit o různých událostech. 9) Bavila mě soutěž ve skupinách

#### 6.4.4 SS' Project Evaluation Conclusion

Most of the SS gave some examples of what they remembered from the lessons but none of them gave comment on links between the lessons. No topic, activity or procedure was mentioned more than twice, almost every SS referred to something different. More importantly, it was the key terms of this paper - **Passive, Event and Spoken production** - which were used more than once. Most of the SS did **enjoy** the **competition and the spoken production** activity which was linked to it.

#### 6.5 Written and Spoken Output Evaluation

The written and spoken output was left to an end for several reasons. Evaluation based on Reflections was focused mainly on lesson proceedings classroom and subjective impressions of the teacher. Also the Language Portfolio is rather a subjective evaluation tool influenced by the personality of its owner. Written and spoken output on the other side can be used to evaluate the actual acquisition of a target Communicative Competence.

The results will be summarized in a chart which will demonstrate ability of SS to use individual communicative competences. Linguistic competence - use of **Passive** and **Past tense** - will be observed. Pragmatic competence will be represented by the **Structure** and a **Metaphor**.

Evaluation will range from "used properly" to "did not use at all". Middle range is adapted from mistake evaluation terminology – a slip (minor mistake, possibly could be corrected by the student), an attempt (used atypically on a mid position between slip and error; meaning wrong but understandable) and error (major mistake meaning an obstacle in comprehension). Evaluation of a structure does

not really fit the above mentioned terms but it is sufficient for overall impression.

*Chart 5* – written production Evaluation – this chart shows SS ability to employ language competences in a communicative activity; every “I” stands for one student and level of his mastery of a given competence

Written Production	Used properly	Slip	Attempt	Error	Did not use at all
Passive	I	I		I	I
Past tense	II		I		I
Structure	II			II	
Metaphor	II	II	I I		

*Chart 6* - spoken production Evaluation – this chart shows SS’ ability to employ language competences in a communicative activity; every “I” stands for one student and level of his mastery of a given competence

Spoken production	Used properly	Slip	Attempt	Error	Did not use at all
Passive	IIII	I	I		I
Past tense	III	II	I	I	I
Structure	IIII	I	I	I	
Metaphor	III				IIII

### 6.5.1 Written/Spoken Output Conclusion

Written/spoken Output Conclusion is focused on acquisition of the same Communicative Competence and subordinate competences again – **Passive**,

**Event Description Structure** and **Metaphor**. Past tense is included but not evaluated because it was not subject of teaching. Spoken and written production will be assessed separately.

In written production, **Passive** and **Structure** were used correctly or with a minor mistake by half of SS, the other half of students used it with an Error or did not use it at all. The **Metaphor** was successfully used by a half of the SS. The other half attempted to use it too but it was rather obscure.

Some interesting shifts can be registered in spoken production compared to written production. Majority of the SS used **Passive** successfully or with a minor mistake, only one student did not use it at all. Results documenting use of **Structure** copy those of **Passive**, only one student structured his/her Event with an Error, others used it correctly or with a minor mistake. Use of a **Metaphor** developed quite surprisingly. Less than a half of SS used Metaphor properly while all the others did not try to use it at all.

## 7 Final Conclusion

As we have learned in the **Theoretical** part of this paper. Underlying ideas related to language teaching/learning are to be found in applied linguistics and in the Common European Language of Reference. The theory summarized within this paper suggests that when L2 learners are provided with appropriate Input, context, motivation and a relatively small amount of instruction, they will acquire L2 in the similar manner as they acquired L1. In other words, when certain conditions are met, role of a formal instruction can be limited to minimum. This move from formal teaching/learning to acquisition is also encoded in contemporary curricular documents. The aim of language teachers is not to teach a language per se but to develop learners' (communicative) competence which will then be used as a tool for successful accomplishment of communicative situations and tasks.



A **methodological** model designed according to above mentioned theory was derived from Michael Lewis's OHE model. Learners are expected to Observe and react on provided Input, act inductively and formulate Hypotheses about use of language structures, necessary instruction is provided. The affective factor is taken into account when designing inductive activities. The activities and materials must have a potential to engage and challenge SS. The challenging potential is expressed by a formula L+1 meaning roughly tuned language input. Finally, the SS experiment with the language. Put differently, after the students Observed language structures which were present in the provided input, they proceed inductively, create a Hypothesis about its use and finally they Experiment with their newly acquired competence.

Theoretical assumptions and a methodological model were transformed to a **Project** which was to prove/disapprove a statement that a communicative competence can be developed by appropriate language input. The communicative competence was developed on the basis of participation in communicative activities sharing the same topic **Event** or **Event Description**. The comprehensive activities contained new language structures which were emphasized and gradually turned to a communicative competence. The competences were then used as a basis for written and spoken activities. More specifically, students were expected to acquire a linguistic competence – ability to use **Passive** for Event description and pragmatic competences –an Event Description Structure and use of a **Metaphor** for Event description.

The **Project** was evaluated on the basis of: Reflections, Language Portfolio and Written/Spoken Outputs assessment.

The **reflections** were instrumental especially for evaluation of classroom atmosphere, affective factors and functionality of procedures. It was proved that the SS' motivation was increased by use of interesting and challenging materials, not even authentic language was an obstacle for the SS to fulfil communicative

activities focused on comprehension of basic information. The SS' involvement was also increased by use of a productive procedure based on a competition.

The **Language Portfolios** revealed that SS felt quite confident about their performance during the Project. None of the SS used a negative emoticon to describe his/her listening/reading/writing/speaking skills or a communicative competence. However, the SS felt more skilled in comprehension activities than in productive and more proficient in a linguistic Competence – Passive, than Pragmatic Competence – structuring of the Event description and use of a Metaphor. Interestingly, acquisition of Passive was slightly infirmed by the fact that only about a half of the SS was able to give example sentence containing correct Passive structure.

Finally, there was an evaluation of **written/spoken outputs**. The outputs confirmed SS uncertainty of SS about the **metaphors**. While half of SS included a metaphor into their written description, majority of SS did not even try to use it when speaking. On the other hand, SS did not believe in their ability to **structure** a description properly but the assessment proved that they performed well at this domain. Last observed competence was use of **Passive**, majority of the SS did use it properly at least once. Which is a sufficient prove of a linguistic competence acquisition.

Altogether, it was proved that second language learners can develop a communicative competence when they are confronted with an appropriate language input. The fact that it is usually not possible to provide the same amount of L2 input is balanced by provision of necessary amount of instruction and controlled practice. In case of the Project described in this paper, the students acquired Linguistic Competence represented by Passive and Pragmatic Competences – Event Description Structure and ability to use a Metaphor for Event Description. The uneven level quality of acquisition of a Linguistic

Competence and Pragmatic Competences is to be justified by amount and quality of instruction and controlled practice.

### Authors note

A driving force, which lead to development of the Model suggested in this paper, has its roots in personal language learning experience, as was already mentioned in Introduction. The author of the paper mastered L2s - English and German - into certain extent.

Especially in case of English, I was always convinced that the language proficiency is more a result of acquisition than of formal instruction. Own learning experience was to be compared with own learning practice. As a teacher I always felt an uttering need to help language learners acquire language, focus on formal instruction, dull memorization of grammar rules and unrelated vocabulary lists seemed always inappropriate to me.

The model developed in this paper represents a compromise between language learning and language acquisition, which should provide the best of both approaches. It is based on a target language input but it does not reject formal instruction. The results of this paper prove that it is possible to apply this model in language teaching practice, although there is of course a whole range of adjustments which could be applied.

The most important experience taken from this paper is an orientation to clearly stated objectives because only precisely formulated aims can be used as a measure for success or failure.

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## 9 Attachments

### 9.1 Lesson 1 –Listening – Apple iCloud

#### EVENT

Catching the main point

#### Apple iCloud - Photo Stream

Keynote May 2011

True/False

Read the following statements. Then watch the video and give true/false answers.

Statements	True	False
1) The product which enables transfer of photos between Apple products is called Photo Stream.	✓	✗
2) Photo Stream automatically uploads pictures to iCloud.	✓	
3) To transfer photos from iPhone to iPad you have to install a new application.		
4) To store photos permanently on iPad, you must move them to an album.		
5) Transfer of the data works over Wi-Fi		
6) iPhone or iPad store first 1000 photos only.		
7) Photo Stream does not work with PCs.		
Dictionary: enable=make possible; transfer=move from one place to another; store=keep at a certain place		

Focus on event itself and give your opinion about the following questions (7min)

a) How many parts does the event have? Create a name for every part.

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iCloud

b) What is a purpose/aim of the event? Was it entertaining, commercial, educational or informational? Why? Find evidence for your claims.

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c) What did you like/didn't like about the presentation? Would you buy an Apple product?

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## tips and tricks.

### Journalists - event description focus

Now, each of you will become a **journalist** and will have to **describe this event**. It is very difficult to make a good event description. Before you start to work, here are some →

1. Focus on structure, structured description is good for a reader, because it's easy to follow. You already know how was the Apple Event was structured. How would you structure **your description** of the Apple Event? Don't forget to include basic information - **What? Where? When?**
2. A) Stick with the past tense, it is possible to use different tenses as well, but it is extremely difficult not to mix it up and B) don't be part of the action, avoid using "I" or "we"
3. Use similes and metaphors. Give your text certain **mood** and make it **unique**. See examples and think of own metaphors describing situations from the video. (e.g. standing applause, successful transfer of the photos, summary of the product). **Inspire yourself** from the following examples, *What mood or atmosphere following metaphors (↓) carry?*

*The children were like bundles of concentrated energy exploding with delight.*

*The very buildings themselves seemed to bow low as the town's new hero approached.*

*The evening was aflame with the glorious sunset.*

Let's go through the transcript of the video, we will gradually change transcript into a description. Think about the points that were suggested above. Continue the story:

### Event description: Apple Keynote May 2011 San Francisco

It was a sunny spring day, not even cold breeze coming from the sea could stop people from wearing T-shirts and shorts.

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### Homework

**Find texts** that describe an **event** (videos from the events) and bring them to the class, we will use them for the next activity. *Examples of events – accident, disaster (earthquake, kidnapping,*

*Examples of events – accident, disaster, sports event, concert, etc.*

My event is \_\_\_\_\_

I found it on this webpage/in this newspaper \_\_\_\_\_

When and where did it happen? \_\_\_\_\_

## 9.2 Lesson 2 – Reading - Somali Pirates

### What happened?

Match pictures and words



hostage

vessel



hijacking

gunmen



### Somali pirates defeated by Taiwan fishing boat crew

The crew of a Taiwanese fishing vessel have defeated a group of Somali pirates who hijacked their boat last week.

The 28-member crew of the Chin Yi Wen were taken hostage while sailing off the East African coast and disappeared from radio contact on 4 November.

The six pirates were later attacked and overwhelmed by the sailors. Several hundred people and dozens of vessels are currently held captive by Somali gunmen. The Chin Yi Wen disappeared from radio contact while several hundred kilometres off the coast of Somalia last week. A group of armed pirates took control of the boat, but were defeated when the crew fought back. According to Taiwan's Fisheries Agency, three sailors were injured, while the pirates fell into the sea. Their fate is not known. The fishing crew later sought the assistance of the United Kingdom Maritime Trade Operations (UKMTO), an international anti-piracy task force which patrols the area under the supervision of the UK. The International Maritime Bureau has said that better policing and improved security have reduced successful hijackings by Somali pirates this year. Nevertheless, attacks linked to Somalia made up more than half the piracy incidents reported worldwide.



*Pirates based on the Somali coast are holding hundreds of people hostage*

A US study found that maritime piracy costs the global economy between \$7bn (£4.4bn) and \$12bn (£7.6bn) a year.

Adapted from: <http://www.bbc.co.uk/news/world-africa-15623805> 7.11.2011



Find correct answer!

How many hostages were taken by the pirates? \_\_\_\_\_


How far from the coast did the accident happen? \_\_\_\_\_

How many UK pounds does the piracy cost global economy a year? \_\_\_\_\_

Focus on Passive constructions

- 1) Look at the following Passive/Active list of sentences about your **childhood**. Sentences are in pair, underline the one that best fits you and **your story**. You **can change** any verb that does not fit, e.g. *love* might become *ignored*. You might find difficult to identify with one or two sentences, you can **omit** them. You have 4 minutes.

Passive	Active
I was born.	I pushed out of my mother's womb
I was loved by my Mum.	I loved my Mum.
I was told to fight my brother/sister.	I fought with my brother/sister.
I was taken to nursery school.	I went to nursery school.
I was befriended by other kids.	I made friends with other kids.
I was loved by my Dad.	I loved my Dad.
I was taught to read.	I learnt how to read.
I was given homework.	I did school things at home.
I was fed at school.	I ate at school.



- 2) Work in pairs. Explain to your partner which one is true for you and why.  
3) Look at the article and decide whether phrases are active or passive, what is the basic form?

were attacked \_\_\_\_\_

were defeated \_\_\_\_\_

were injured \_\_\_\_\_

saught \_\_\_\_\_

defeated by \_\_\_\_\_

# Passive rules!

## Summary

What is typical about passive?

Form: \_\_\_\_\_

Example: \_\_\_\_\_

When do we use it? \_\_\_\_\_

## Put these into Czech:

He was criticized for his work.

He has criticized people all his life.

This is a very often criticized book.



## Homework

(10min)

- 1) Look up a news article describing any **event** (It can be the one you found for the previous lesson)
- 2) Find **passive** constructions within this text, at least one (if there is none, find different text!) and underline it.
- 3) Print the text
- 4) Find phrases and adverbs which give answers to following questions: when? where? why? how? to what extent? and underline them.

Recommended web pages: BBC, CNN, the Sun

Possible keywords and phrases: accident, crash, was/were found, was/were kidnapped, was/were injured, was/were lost, was/were introduced, was/were killed, etc.

Homework:

Source web pages: \_\_\_\_\_

Passive forms found: \_\_\_\_\_

## 9.3 Lesson 3 –Revision and Written practice

### Describing an Event

#### Revision

In the first lesson we focused on event description structure. A good description:

- Gives *basic information* –What? Where? When? (Hint: Wh- words)
- \_\_\_\_\_ (Hint: It makes your description easier to follow for the reader)
- \_\_\_\_\_ tense is the best for simple description of events.
- \_\_\_\_\_ add certain **mood** and **atmosphere**

BANANA Activity! Tell me as many **passive sentences** about bananas as you can:

*Example: These bananas **were grown** in Costa Rica ...*



You can use these verbs to create **passive sentences**: to harvest (sklidit), to sort (třídít), to store (uskladnit), to load (naložit), to ship, to transport (transportovat), to offer (nabídnout), to display (vystavit), to sell (prodat), to buy, to eat 😊

#### Homework correction

What did you read about? Why did you choose this topic? Where did you find the article?

- 1) Give examples of passive structures you found.

- 2) When? Where? Write down prepositional phrases.

	When?	Where?
Prepositions		

## My Event



The last lesson will be devoted to a team competition. Winner of the competition will be the group which will be able to prepare the best Event reports (Event descriptions) and also understand to reports of other groups.

There will be 4 groups and 4 rounds. Every member of the group will present his/her Event Report. The Report must not be longer than one minute. You can grab points for a good Presentation and for Listening. Points will be distributed by judges. First, we will divide into groups and look at the competition system. Then you will have time for individual preparation of Event descriptions.

## Competition system

Group 1, Group 2, Group 3, Group 4

(this is how the chart looks like, after the SS are divided into groups)

ROUND	JUDGES	PRESENTERS	IDLE	LISTENING/ REPORT POINTS			
				G1	G2	G3	G4
1 <sup>st</sup> round	Linh	Divišovský	Beneš, Eichler				
	Kraus	Docenko	Kotíková, Englický				
	Dan	Martina	Matouš, Šimon				
	Simon	Zechovský	Dana, Holub				
2 <sup>nd</sup> round	Divišovský	Beneš	Linh, Eichler				
	Docenko	Kotíková	Kraus, Englický				
	Martina	Matouš	Dan, Šimon				
	Zechovský	Dana	Simon, Holub				
3 <sup>rd</sup> round	Beneš	Eichler	Linh, Divišovský				
	Kotíková	Englický	Kraus, Docenko				
	Matouš	Šimon	Dan, Martina				
	Dana	Holub	Simon, Zechovský				
4 <sup>th</sup> round	Eichler	Linh	Divišovský, Beneš				
	Englický	Kraus	Dacenko, Kotíková				
	Šimon	Dan	Martina, Matouš				
	Holub	Simon	Zechovský, Dana				
TOTAL							

## Evaluation:

1. Event report – 1-5 points
2. Comprehension – 1 point/ 1 correct answer

## 9.4 Lesson 4 –Speaking –Presenting a Report

### Presenting event

Today you are going to present an Event as a news reporter. Your group will support you. Get ready!

Make a final group check of prepared Event descriptions before you start presenting!

- 1) Read your description to the rest of the group.
- 2) Check the Report, you can use a given Checklist
- 3) Check the True/False statements
- 4) Think about a name for your group

Report evaluation criteria	✓	✗	✓	✗	✓	✗	✓	✗
Length 1 minute +- 10s								
Structure – what? where? when?								
Passive								
Metaphor								
Understandable								

Speaker	Statement		T	F
Englický	1 <sup>st</sup>			
	2 <sup>nd</sup>			
Šimon	1 <sup>st</sup>			
	2 <sup>nd</sup>			
Holub	1 <sup>st</sup>			
	2 <sup>nd</sup>			
Linh	1 <sup>st</sup>			
	2 <sup>nd</sup>			
Kraus	1 <sup>st</sup>			
	2 <sup>nd</sup>			
Dan	1 <sup>st</sup>			
	2 <sup>nd</sup>			
Simon	1 <sup>st</sup>			
	2 <sup>nd</sup>			

## 9.5 Language Portfolio



### Language portfolio

#### **Why I'm learning English?** ✓

Because I like it.

Because it's a school subject.

I want to travel.

For a future career.

I want to make friends with English-speaking people.

Other (specify)

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The most difficult thing for me is speaking / listening to / reading / writing in English.

I like working in pairs / on my own / in a group / as a whole class.

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Adapted from <www.macmillanenglish.com/inspiration> 30.10.2010

### **Event description**

Strávili jsme společně několik hodin. V jejich průběhu jsme se setkali s množstvím různých témat a jazykových (gramatických) struktur. Co sis z těchto hodin zapamatoval/a? Všimla/mnul sis nějakých návazností? Dej příklad.

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Co Tě na našich společných hodinách bavilo nebo naopak nebavilo?

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<b>Event Checklist</b>	😊	:	☹
<b><u>Reading:</u></b> I can identify important information in news summaries or simple newspaper articles in which numbers and names play an important role and which are clearly structured and illustrated.			
<b><u>Listening:</u></b> I can identify the main point of TV news items reporting events, accidents etc. when the visual supports the commentary.			
<b><u>Writing:</u></b> I can describe an event in simple sentences and report what happened when and where (for example a party or an accident).			
<b><u>Spoken production:</u></b> I can give short, basic descriptions of events.			
<b><u>Event description skills:</u></b> I can use past tense for description of events.			
I can use metaphors or similes to help readers imagine the situation.			
I can actively use passive structures for description of past events.			
I can make the description structured to help readers follow the text.			

Do you remember any English webpage that you have used to prepare your homework?  
Give example.

---

Which topics did you choose to talk about? Give examples.

---

Can you write **one** sentence containing – past tense, passive and where or when did the event happen?

---



## Language portfolio



### Why I'm learning English? ♥

Because I like it. ✓

Because it's a school subject.

I want to travel. ✓

For a future career. ✓

I want to make friends with English-speaking people.

Other (specify)

The most difficult thing for me is speaking / listening to / reading / writing in English.

I like working in pairs / on my own / in a group / as a whole class.

Adapted from <www.macmillanenglish.com/inspiration> 30.10.2010

### Event description

Strávili jsme společně několik hodin. V jejich průběhu jsme se setkali s množstvím různých témat a jazykových (gramatických) struktur. Co sis z těchto hodin zapamatoval/a? Všimla/mnul sis nějakých návazností? Dej příklad.

Naučili jsme se pasivum. Různé struktury  
eventu. Naučili jsme se eventy.  
Naučil jsem se mod' slovic.  
Mluven' je pro mě po mě mami  
tak těžký!

Co Tě na našich společných hodinách bavilo nebo naopak nebavilo?

Nejvíce mě bavila soutěž a reading.  
Bila to zajímavé. Líbila se mi  
přítel z Anglie.

Event Checklist	😊	:	☹
<b>Reading:</b> I can identify important information in news summaries or simple newspaper articles in which numbers and names play an important role and which are clearly structured and illustrated.	✓		
<b>Listening:</b> I can identify the main point of TV news items reporting events, accidents etc. when the visual supports the commentary.		✓	
<b>Writing:</b> I can describe an event in simple sentences and report what happened when and where (for example a party or an accident).	✓		
<b>Spoken production:</b> I can give short, basic descriptions of events.		✓	
<b>Event description skills:</b> I can use past tense for description of events.	✓		
I can use metaphors or similes to help readers imagine the situation.		✓	
I can actively use passive structures for description of past events.	✓		
I can make the description structured to help readers follow the text.	✓		

Do you remember any English webpage that you have used to prepare your homework?  
Give example.

BBC

Which topics did you choose to talk about? Give examples.

About news yesterday night

Can you write one sentence containing - past tense, passive and where or when did the event happen?

Passive - I was born - Event did happen in the past

## 9.6 Written output

Between January 19 and February 20 Vietnamese people celebrate Tết. This holiday is the beginning of a new lunar calendar year in Vietnam. The exact date is different each year. The celebrations begin 7 days before the New Year. At this time, all the families are together and they visit the cemeteries. The following three days after the New Year day is a public holiday. All the family at home and celebrated together. The children are like bundles of concentrated energy exploding with delight. The atmosphere is very pleasant, as if the people celebrate the win of the WORLD CUP. Everyone eat the traditional New Year dish.

Vietnamese people. The traditional Vietnamese <sup>food</sup> are eaten at six or seven o'clock. Then they're going to see a firework.

1. Japanese people are celebrate TET.
2. The traditional Vietnamese food are eaten at nine o'clock.

WB3  
On Saturday evening already here in PRAGUE  
ninth lesson dance school "Nelešný bahalář"  
all started at seven o'clock and ended at half  
past nine. Participants danced different dance.  
Our polka performed by me and my friend was  
uninvited but. On the dance floor, we shined  
like Ginger and Fred.

- Ⓕ On Saturday evening was already in Nové Strašce.
- Ⓖ Name of dance school is "Nelešný bahalář".